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ABSTRACT

Curriculum guidelines are given for social studies instruction in primary grades in New South Wales. No compulsory topics are suggested, but the rationale, objectives, and areas of inquiry provide a framework within which teachers can work. Based on the assumption that social studies should contribute to the development of individuals who can operate flexibly and responsibly in a changing environment, the guidelines suggest ways in which to form children's patterns of thinking, valuing, feeling, and acting. Three areas of inquiry--personal, social, and environmental--are to be explored through focus questions. They establish problems of concern to the child, stimulate curiosity, and promote concept development. Processes of inquiry and discovery which influence thinking are explained, and the nature and development of values awareness are explored. Activities and teacher roles which help promote children's emotional responses and positive personal actions are suggested. A variety of resources are seen to be important, and specific learning activities such as role play and field studies are recommended to provide learning contexts. The purposes and methods of evaluation are reviewed and components of unit structure are outlined. (AV)

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1975 CURRICULUM FOR PRIMARY SCHOOLS

SOCIAL STUDIES GUIDELINES

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NEW SOUTH WALES

1975
CURRICULUM
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SOCIAL STUDIES
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introduction

Many people have contributed to the development of these Social Studies Guidelines. Following some local initiative by teachers in developing and giving trial to innovative practices in Social Studies and preliminary research by the Centre for Research in Learning and Instruction, a Curriculum Development Team was appointed within the Directorate of Studies and a Steering Committee established. Area Committees were then set up and district representatives selected to continue the introduction and implementation of the new Guidelines.

While there is no set syllabus of compulsory topics to cover, the Rationale, Objectives and Areas of Inquiry in these Guidelines provide a broad framework within which to work. The Guidelines are accompanied by unit plans designed by the Social Studies Curriculum Development Team. Other publications will supplement the Guidelines.

Teachers are invited to evaluate the present document and the supplementary material, to share ideas with other teachers, and to send comments to local area and central committees.

Some teachers may prefer to develop units individually or in co-operation with others. Other teachers may prefer to implement already developed units.

An important factor in the further development of these Guidelines is the quality of human relationships existing among teachers, children, parents and all who are involved in education.

THIS CURRICULUM IS ABOUT PEOPLE, AND ITS SUCCESS DEPENDS UPON PEOPLE

1. rationale

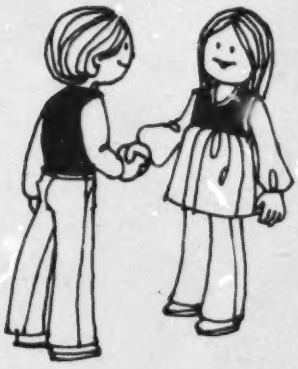
1.1 The following assumptions have been made about Social Studies:

1.1.1 *The general aim of Social Studies is to contribute to the development of individuals who can operate flexibly, autonomously and responsibly in their changing environment.*

1.1.2 In this context, Social Studies is concerned with persons, their relationships with others and with their environment.

1.1.3 Learning in Social Studies involves inquiry into these areas:

Inquiry into persons



Inquiry into social relationships

Inquiry into environment

1.1.4 Social Studies makes a contribution to the child's immediate and long-term needs by providing experiences to help him participate effectively in his daily living and assist his development as a mature person.

1.1.5 Social Studies experiences are aimed at stimulating the child to develop concepts, processes, values, feelings and action patterns that underlie effective citizenship in a pluralist society.

1.2 The following assumptions have been made about children's learning:

1.2.1 Learning is a process of change in patterns of thinking, valuing, feeling, and acting resulting from an interaction between the child and his environment.

1.2.2 In this creative process of learning the child proceeds through an identifiable series of developmental stages.

1.2.3 In the learning process children organize their experiences in terms of concepts and generalizations.

1.2.4 Children are active investigators of questions, problems and conflict situations.

1.3 The following assumptions have been made about organization:

1.3.1 To facilitate learning, the content of Social Studies may be organized by asking focus questions about people, and their relationships with others and their environment.

1.3.2 An important role for teachers is to structure the learning environment in a variety of ways in order to facilitate the child's inquiries.

1.3.3 The adoption of a unit structure allows for flexible planning at the school level.

1.3.4 Involvement of teachers in developing Social Studies units is an essential fe .ture of these Guidelines.

2. psychological background

2.1 The child thinks, values, feels and acts. All aspects of the child's personality are involved in learning.

Learning is seen as a process of change in patterns of thinking, valuing, feeling and acting, a process resulting from the interaction between the child and his environment. In this learning process the child builds his own understanding of his environment in terms of concepts and relationships. He uses these concepts and relationships in a variety of ways.

2.2 When the child interacts with his environment a two-way process is involved:

- He tries to make sense of his experience in terms of the concepts and relationships which he has already developed.
- At the same time he modifies his concepts to take account of his environment by recognizing the uniqueness, novelty and variety of his experience.

This two-way process underlies all learning.

Broadly speaking learning can be described as perceiving, organizing and reorganizing, thus enabling the child to make meaning of the world around him.

The child's capacity to adapt to his environment is governed by the store of concepts and relationships he can apply to it. This capacity develops as the child's experience requires him to modify the concepts and relationships he uses.

The motivation necessary to sustain learning comes from within the child as he endeavours to make his world meaningful to himself. From this comes the child's curiosity, and his desire to learn and to solve problems.

2.3 Children of different ages, acting on their environment, respond in different ways:

- The young child may be unaware of conflicts and inconsistencies within the concepts and relationships he uses to make meaning of his world. Often his thinking is characterized by intuitive leaps.
- The child in mid-primary years is more systematic in his thinking. He is better able to take account of apparent inconsistencies in his environment. His thinking is usually characterized by reference to direct experience.
- The ability to examine ideas as abstract propositions develops through later primary and into secondary years.

3. objectives

3.1 The development of children who can operate flexibly, autonomously and responsibly in their changing environment requires the *formation and creation of patterns of thinking, valuing, feeling and acting in personal, social and environmental areas.* This may be achieved through:

3.1.1 development of processes of thinking by which children can acquire, transform and apply concepts and generalizations to give meaning to their environments and to solve social problems;

3.1.2 development of an awareness of values, and an ability to make value judgements based on both evidence and belief;

3.1.3 development of positive feelings towards oneself and other people, and towards man's environment;

3.1.4 development of patterns of responsible action based on the values people hold and the decisions they make.

4. areas of inquiry

4.1 Three interrelated Areas of Inquiry have been chosen for these Guidelines.

4.1.1 *The Personal Area*

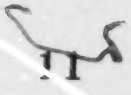
Learning experiences within the Personal Area of Inquiry are directed towards developing an understanding of the nature of the individual. Each individual has unique needs and characteristics. He also has needs and characteristics in common with other individuals. Each satisfies his needs and expresses himself through a wide variety of ways as he grows and changes.

4.1.2 *The Social Area*

Learning experiences within the Social Area of Inquiry are directed towards developing an understanding that people interact in a variety of ways for a variety of reasons, and as a result they form groups and organizations. Societies consist of members of interacting groups. The customs and values of the groups give distinctive nature to the societies. At all levels within a society conflict and change are evident.

4.1.3 *The Environmental Area*

Learning experiences within the Environmental Area of Inquiry are directed towards developing an understanding of the relationships existing between people and the natural and cultural environments, and of the location, exploitation and conservation of resources through the application of knowledge, technology and values. Change is a continuing process in the total environment.



5. focus questions

5.1 The Areas of Inquiry can be explored through seeking solutions to problems posed by focus questions.

Each focus question:

5.1.1 sets a problem judged to be of concern and meaning to the child;

5.1.2 is capable of stimulating curiosity and a process of inquiry;

5.1.3 promotes concept development and the formulation of generalizations.

5.2 In selecting and formulating focus questions consideration should be given to the interests and abilities of the children, the expertise and experience of the teacher, the relevance of the content for the children, and the resources available.

5.3 A focus question may need to be reduced to more specific contributing questions, asked by either the children or the teacher. These contributing questions have a bridging function between the high level focus questions and the content samples selected.

5.4 The following example illustrates one set of relationships between a focus question and its contributing questions.

Focus Question: WHAT IS A FAMILY?

Contributing Questions:

1. (a) Do animals have families?
   (b) Why do animals have families?

2. (a) What are the needs of a human family?
   (b) How are the needs of the family met?
   (c) What do members of the family do to help the other members?

3. (a) Are all families alike?
   (b) Why do families differ?
   (c) How do you think some of the jobs of a family would be carried out in different cultures?

5.5 Some of the focus questions that may be asked are suggested in the lists below.

5.5.1 *The Personal Area*

- What do I need?
- How do I grow and change?
- What do my senses do for me?
- How am I different from members of the opposite sex?
- How am I similar to other animals?
- How do I learn?
- Who teaches me?
- How do I express myself?
- Why do I play?
- How do I relate to members of my family?

5.5.2 *The Social Area*

- What is a family?
- In what ways are families alike and different?
- Who is my neighbour?
- What is my neighbourhood?
- Why do people join groups?
- How are societies alike and different?
- How and why do people communicate?
- Why are there rules for everyone?
- How are decisions made and enforced in society?
- What do people believe?
- Why is an organization formed?
- How do organizations operate?
- What features of our society are changing?
- What ideas have contributed to change?
- How do societies change when they come in contact with other societies?

5.5.3 *The Environmental Area*

- To what extent does the environment influence the way people live?
- Why is it that people live in different ways in similar environments?
- How does the environment change?
- How does man utilize resources?
- Why do people live in villages and small communities?
- What makes up our Australian environment?
- Why do people live in cities?
- In what way have explorers influenced the way we live?
- Is man co-operating with his environment or systematically destroying it?
- What do we mean by "space-ship earth"?
- What is an eco-system?
- How do people specialize?

6. content selections

6.1 Teachers have freedom to select content samples from within the Areas of Inquiry. Selection may be made with reference to content samples:

6.1.1 in which the child is involved;

6.1.2 which the child can observe directly;

6.1.3 from which the child is removed in space and/or time, both inside Australia and outside Australia.

Samples from inside Australia may be drawn from the major cultural groups of the world, e.g., East and South-East Asia and the Western Pacific.

6.2 These content samples may be seen in their relationship with the three Areas of Inquiry by reference to the following matrix. The matrix allows studies of the past and the present as well as studies of trends and their influence on change and the future.

AREAS OF INQUIRY

		PERSONAL	SOCIAL	ENVIRONMENTAL
Child is involved				
Child can observe				
Child is removed in space and/or time.	INSIDE AUSTRALIA			
	OUTSIDE AUSTRALIA			

6.3 The three Areas of Inquiry are by their very nature interrelated. Content samples, however, may be selected in such a way that one particular Area of Inquiry is emphasized during the course of a unit.

6.4 In the selection of content samples from the three Areas of Inquiry schools may find it desirable to maintain a balance to meet the needs of children proceeding through the school. It may also be desirable to maintain a balance among content samples drawn from local, Australian and overseas sources.

6.5 Different approaches may be taken to content samples:

6.5.1 Inquiry may be based on a number of discrete case studies. Generalizations which adequately answer the focus and individual questions are drawn together to give a wider understanding.

> A study of several cities facilitates the formation of a concept of and generalizations about city functions.

6.5.2 Inquiry may be based on an in-depth study of a single example. Identification of and research into selected aspects of its totality are then undertaken. Finally, parts are related to give generalizations which adequately reveal the nature of the whole.

> An inquiry into the culture of desert aboriginals may investigate their environment, their tools and weapons, their organization and their belief systems which collectively give an understanding of their total culture.

7. thinking

Thinking involves processes by which children acquire, transform and apply concepts and generalizations.

The capacity to think can be developed by a variety of teaching and learning activities. These may be incorporated into process sequences for use in developing concepts and generalizations and solving problems.

7.1 *Processes*

7.1.1 The objectives set out in these Guidelines seem able to be achieved through inquiry and discovery processes. However, a whole range of approaches, exists from inquiry to exposition. The teacher exercises professional skill in selecting from a variety of approaches that are of most value in meeting the needs of his class.

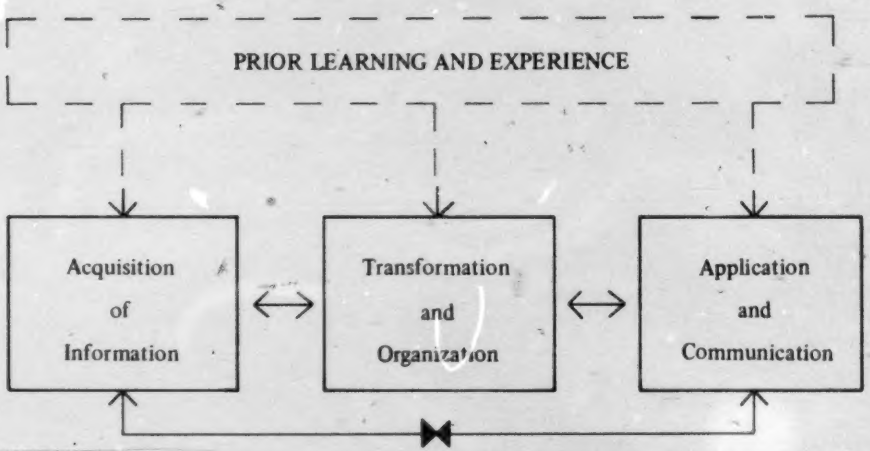
7.1.2 Learning through inquiry and discovery processes enables the child to develop flexible and useful concepts and generalizations and to apply these in a variety of conditions to solve problems.

7.1.3 Many process sequences incorporate selected strategies and procedures. Certain common elements can be identified:

(A) Acquisition of information through experience.

(B) The transformation and organization of this information into concepts and generalizations (relationships).

(C) Application and communication.



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7.1.4 (A) *Acquisition of Information*

The child:

- observes phenomena directly or vicariously through the use of his five senses.
- asks questions.

All acquisition is dependent on prior learning and experience.

(B) *Transformation and Organization*

The child:

- recognizes and defines a problem.
- organizes data by establishing categories of related items; this is classification and is the basis of concept development.
- looks for wider relationships by going beyond the data; this is inferring and is facilitated by comparing and contrasting.
- forms generalizations which serve to link in a meaningful way a number of related concepts; this is generalizing.

(C) *Application and Communication*

The child:

- tests his generalizations and, if necessary, modifies them by applying them in new or hypothetical situations.
- extends and refines his concepts and generalizations by communicating to himself and others in a wide variety of ways: discussing, writing, role playing, constructing, illustrating, graphing and so on. This process enables him to evaluate his learning.
- evaluates his concepts and generalizations.
- selects the most appropriate solution in a given situation and acts upon it.
- formulates questions.

7.1.5 The following problem-solving example illustrates the presence of these elements (A, B, C) in a practical classroom situation:

The child:

- observes an event –A
- recognizes and defines a problem –B
- conducts interviews –A
- analyses the data –B
- formulates alternative proposals –B
- evaluates these proposals –C
- reformulates proposals –B
- communicates findings and takes appropriate actions –C

7.1.6 One function of the teacher is to help children to decide the sequence of activities likely to be most effective in solving the particular problem. With experience each child will develop a personal problem-solving style and become increasingly autonomous as a learner.

7.1.7 In process teaching two types of questions are central to learning:

- focus questions posed by the teacher;
- children's own questions.

Focus questions give a structure and purpose to the corporate inquiries of the class or group. Children's questions ensure interest, variety and relevance.

7.2 *Concepts and Generalizations*

7.2.1 Concepts may be regarded as general ideas which refer to classes of items, e.g.,

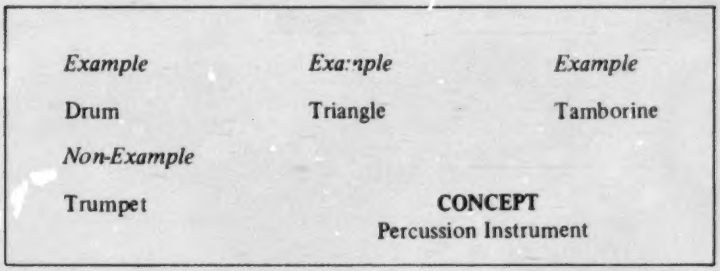
Concepts that may be associated with:

communication – speaking, writing, transmitting, receiving *senses* – hearing, seeing, tasting, touching, smelling *settlements* – villages, town, suburb, city, metropolis.

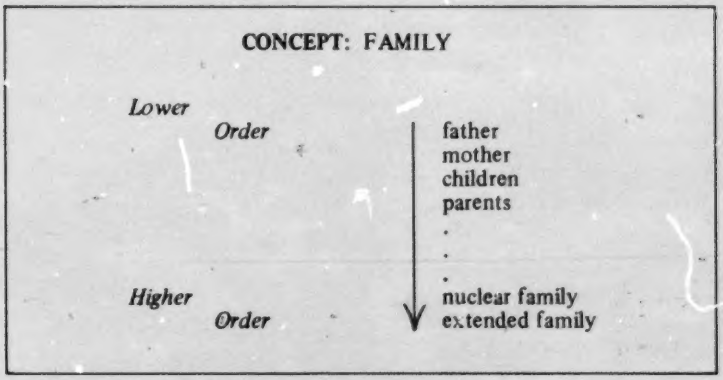
7.2.2 *Conceptualizing* is the process of naming a classification.

The process of conceptualizing involves:

Concept attainment in which the child first identifies a concept, as indicated in this example:



Concept development in which the child enriches and expands a concept, as indicated in this example:



7.2.3 *Generalizing* is the process of establishing relationships between and among concepts, e.g., members of a family help each other.

7.2.4 Relationships exist among concepts, generalisations and focus questions, as indicated in the sequence below:

Focus Question:	WHAT IS A FAMILY?
Concepts:	family needs roles change
Generalizations:	
family and needs –	A family needs a place to live.
	Some needs of a family are food, clothing and shelter.
	Families have needs which are met in a variety of ways.
Family and roles –	Mothers and fathers look after their children.
	Different jobs are done by different members of the family.
	Each member of the family has a special role.
roles and needs –	Mothers and fathers work to get money to buy us things.
	When mother and father are very busy, other members of the family help.
	Some members of the family may go to other people to help them.
roles, needs and change –	When a new baby arrives in the family, mother and father spend time feeding the baby.
	As we become older, we are able to do more things for other members of the family.
	As a family changes, so do its activities.

8. valuing

8.1 Values are concepts and as such exist in the mind of each person. They represent ratings placed on various aspects of experience. These ratings may be positive, negative or neutral.

8.2 From values held come value judgements. These may be placed on objects, events, behaviour, policy or states of affairs in areas such as aesthetics, ethics, economics, politics and religion. These judgements are expressed by words such as: good, bad; approve, disapprove; right, wrong; desirable, undesirable.

8.3 Values are held by individuals, groups, organizations and societies. In a pluralist society values held by individuals and groups vary greatly. Value conflict arises from this variety, but every society needs a core of rules or values for it to remain cohesive. Value conflict is a product of the tension within a person, a group, an organization or a society when a choice must be made between values. This choice may be between opposites, e.g, destruction and conservation; or between equally "good" values, e.g., courtesy and honesty.

8.4 Values awareness and the ability to make value judgements may be developed in the three Areas of Inquiry: the Personal Area, the Social Area and the Environmental Area.

8.4.1 In the Personal Area the child becomes aware of, and clarifies his own values. Some of the values he holds at any stage come from within himself while others come from his peers, parents, school, church and society. His values change with maturation and experience.

8.4.2 In the Social Area the child inquires into the value of groups, organizations and societies including both those he can know directly and those which are remote in space or time. Through inquiry the child may discover the values held by people and those values which express the distinctiveness of a group, an organization or a society. He is able to find likenesses and differences and seek reasons for these. Looking outwardly at the values of others assists the individual to become aware of his own values and to clarify them.

8.4.3 In the Environmental Area the child inquiries into the values held about man's environment. He may become aware of the value judgements expressed in decisions and actions of individuals, groups, organizations and societies in relation to the use of resources. Through this process he clarifies his own values about the environment. On this basis he makes decisions for determining his own behaviour towards the environment as an individual and as a member of society.

8.5 Many teaching-learning activities which provide experience in the identification and clarification of values and the ability to make value judgements have been evolved. The teacher may achieve the objective more adequately by the use of a wide variety of experiences. These experiences may include, among others, observing, role playing, illustrating, writing, simulating, interviewing, surveying and value clarification exercises. These experiences are characterized by a high degree of pupil involvement and interaction and group processes rather than whole class activities.

8.6 The role of the teacher in inquiry into values is one demanding a high degree of sensitivity. The teacher's personal values should not be imposed on children. But, as he is also a person, he makes his own value judgements on issues of concern. These may be expressed in response to children's questions in the context of an inquiry and in the context of a social setting. However, early disclosure of the teacher's value position in a dilemma or conflict situation may close discussion prematurely and forestall that open expression of ideas which is vital to the achievement of valuing and the ability to make value judgements based on evidence and belief.

9. feeling

9.1 Feelings may encompass sensory responses (e.g., this feels hot) or physiological responses (e.g., I feel tired) but in this context feelings refer to emotional responses (e.g., I feel happy).

9.2 Feelings, values, thoughts and actions are interrelated. Every activity involves feeling of some kind. Feelings may be latent or open. Bringing them into the open may help the child's understanding.

By exploring feelings the child increases his awareness of himself. He begins to see how his feelings for others affect their behaviour towards him, and, conversely how their behaviour affects his feelings. He sees how his feelings change with experience and maturation; how feelings differ from one person to another.

9.3 A child's emotional responses, that is the way he feels, have a significant influence on his behaviour. The feelings which a child experiences affect the way he responds towards himself, others and his environment. Feelings may be explored within the context of the three Areas of Inquiry:

9.3.1 In the Personal Area the child, by exploring feelings becomes aware of, and learns to understand himself. This contributes to the development of his self concept.

9.3.2 In the Social Area the child comes to understand cause and effect relationships between feelings and behaviour. He may come to understand the influence of strong feelings on the behaviour of interacting groups and societies. Learning about his own feelings and those of others may lead the child to develop empathy, which is understanding how another feels and feeling with him.

9.3.3 In the Environmental Area the child explores his reaction to a variety of environments, including his own, and inquires into the feelings other people have about their particular environment. In this the child may develop positive feelings about his environment so that he is encouraged to take appropriate action.

9.4 Some teaching and learning activities which assist children in learning about emotional reactions are role play and small group discussions. The context for these activities is provided by films, photographs, illustrations, recordings, stories and other stimulus material. In this way the child's vocabulary range for expressing, discussing and understanding feelings may be extended.

9.5 The role of the teacher is:

9.5.1 to create an accepting classroom climate in which a child has freedom to explore feelings and thoughts. Such a classroom climate enables a teacher to question a child's opinion without the child feeling threatened. In this way the child can learn to know himself and others better.

9.5.2 to help the child develop a positive feeling towards himself so that he is able to act positively towards others and towards his environment.

10. acting

10.1 The acting objective is explicitly concerned with real life situations. The child recognises problems and takes action which, *for him*, has real effects.

10.2 The motivation of the child is stronger when his learning about people results in his taking appropriate action. Positive personal action in one instance leads to more effective action on subsequent occasions.

10.3 Problems that the child recognizes may arise in many contexts. These can be categorized within the three Areas of Inquiry:

10.3.1 Personal and interpersonal problems which arise within the person and affect his self-image and his relations with others close to him.

These may include problems of adjustment; acceptance; affection; and physical, racial and social differences.

10.3.2 Social problems which arise in the context of groups, organizations and society.

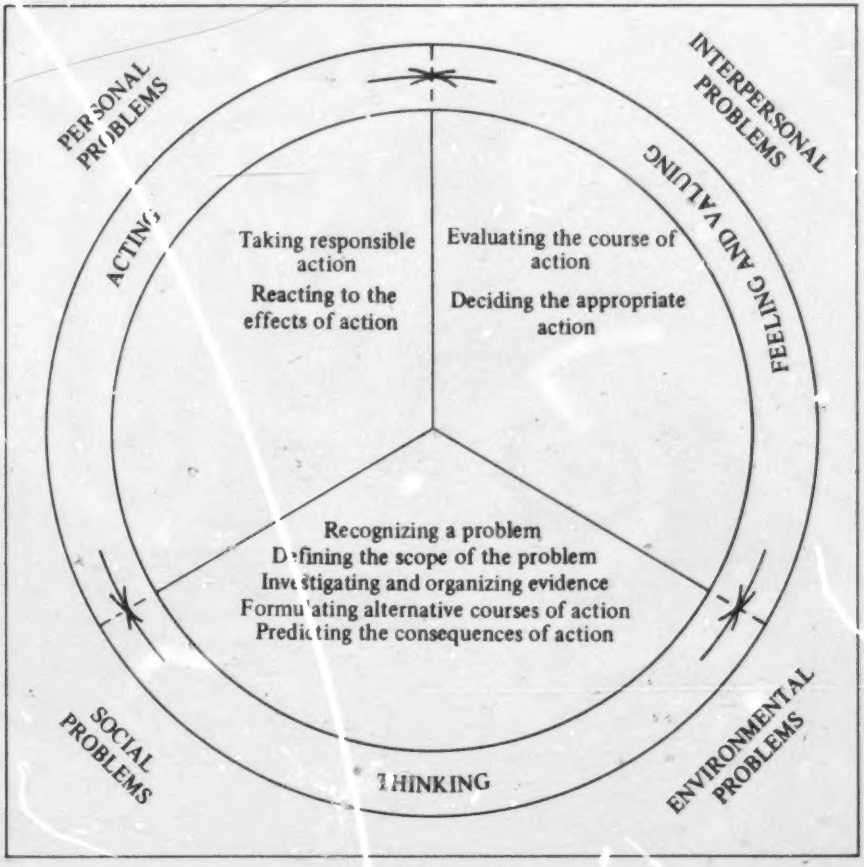
These may include problems concerned with human needs; the care of people, particularly those who are disadvantaged in society; relations with people of different race, religion, social status and work role; human conflict; influence; and power.

10.3.3 Environmental problems which arise from man's interaction with his environment.

These may include problems of man's use of the earth's resources to satisfy his needs; the conservation of resources; and the preservation of evidence of the past.

Positive personal action in one instance leads to more effective action on subsequent occasions.

10.4 The development of patterns of action is based on the values the child holds and the decisions he makes. These patterns vary because the child uses the processes he understands. In the following diagram the elements behind patterns of action can be identified:



10.5 Three approaches can contribute to the acting objective.

10.5.1 considering alternative courses of action by expressing ideas and developing skills through discussing, writing, illustrating and constructing;

10.5.2 rehearsing for real life through role play and engaging in learning games which provide a realistic social context without the consequences of action inherent in real life situations;

10.5.3 acting in real life situations.

Types of actions appropriate to the primary child may include:

- Expression of ideas in social settings.
- Services within the family group.
- Services to others on a close interpersonal basis at home, at school, in the neighbourhood or community.
- Active membership of a welfare organization.
- Active membership of an ecology/conservation group.
- Active membership of an historical society, a local trust or a national trust.
- Active support of agencies for international welfare.
- Visiting people of other cultures, religions, work roles.
- Hosting of people from other cultures, religions, work roles.
- Writing letters to newspapers, speaking on radio or appearing on TV to give point of view.
- Writing or speaking to aldermen, members of parliament and other decision makers.
- Choosing representatives democratically.
- Voting in opinion surveys.

These activities are appropriate at various levels – individual, small group, class, school and community.

10.6 The role of the teacher in promoting the action objective is one requiring a strong sense of responsibility. The actions taken by a group, class or school ought to arise in the context of the child's social inquiry and be perceived by the children as relevant and meaningful to themselves.

11. resources

11.1 Learning is the product of the interaction of the child and his environment. The school environment is enriched with resources which have been selected to stimulate and support learning.

11.2 The following resources are available to enrich the school environment:

11.2.1 *The child and his peers* who have knowledge and skills gained from formal and informal learning experiences in the home, community and society.

11.2.2 *The teacher and his colleagues* who have knowledge and skills developed by continuing their general and professional education.

11.2.3 *The school's resource centre* – the library.

11.2.4 *The people in the community* with knowledge and skills derived from their culture, vocation and special life experiences.

11.2.5 *The community* including people, groups, organizations, institutions, natural landscape, historical landscape, governmental, commercial, industrial and cultural centres, service agencies.

11.2.6 *The communication media.*

11.2.7 Other educational agencies such as museums, film libraries, public libraries, art galleries and similar institutions.

The people in the community are potential resources that may enrich the school environment.

Children use resources in a variety of ways.

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11.3 Actual experience, concrete models and visual images have a priority for learning but verbal symbols become increasingly useful, provided adequate concrete learning has been achieved. The range of experiences and resources is suggested in the following diagram:

REALITY	CONCRETE MODELS OF REALITY	VISUAL IMAGES OF REALITY	SYMBOLIC LANGUAGE
e.g.	*e.g.*	*e.g.*	*e.g.*
People, groups, organizations, Natural landscape Cultural landscape, Historical landscape.	Role plays, Learning games, Environmental boards, Dioramas, Artifacts, Working models.	Pictures, Films, Slides, Graphs, Maps, Globes.	Books, Tapes, Records.

11.4 Resources may be used:

- to provide experiences which stimulate curiosity and become springboards for inquiry by raising questions.
- to provide data for the development of concepts and generalizations, and evidence in solving social problems.

11.5 The nature of the resources used varies with the focus question, problems to be solved, Area of Inquiry and the content sample.

Children use resources in a variety of ways, for example, listening, observing, questioning, recording, researching.

Appropriate resources need to be identified and assembled before a unit begins. Multi-media resources provide maximum learning stimulus for children of varying competencies and different learning styles.

12. teaching and learning activities

12.1 The teacher's role involves structuring the child's physical learning environment and creating a psychological climate conducive to learning. The teacher provides experiences which enable the child to operate directly on data that are provided through a variety of resources. Often the teacher adopts the role of co-investigator and allows for interaction between child and child as well as between child and teachers.

The physical learning environment of the child includes the classroom, school and community. This implies flexibility in the use of classroom furniture, equipment and community resources.

The type of organization or grouping of children depends upon such things as degree of dependence on the teacher, interest, specific skills and social interaction.

12.2 The following processes of thinking may be used:

12.2.1 *Observing*

Information is obtained by using the five senses. It is not restricted to the operation of seeing.

> Information can be gathered direct from life, e.g., a field trip; or vicarious experiences, e.g., film, film strip, pictures, transparencies, a story read or heard.

12.2.2 *Classifying*

Classifying is the process of grouping together things on the basis of common characteristics. It involves careful observation of items or events, and identification of similar characteristics.

> Following a field trip to study the area adjacent to the school, children may classify some of the items observed in the following ways: houses, shops, police station, hall. The similar characteristics may be walls, roofs, doors, windows.

12.2.3 *Conceptualizing*

This process is related to classifying. Items or events are placed in certain categories or groups according to their characteristics.

> Houses, shops, police station, hall, may be labelled by the concept 'building'.
> Another group might be built: new roadway being constructed, old buildings being pulled down, overhead railway completed. This group could be labelled 'change'.

12.2.4 *Inferring*

The making of an inference is an added interpretation placed on an observation. Inferences go beyond the given item or event and encompass a wider set of relationships.

> Children observe an old building being demolished and infer that the building was unsafe to live in.

12.2.5 *Generalizing, Predicting, Hypothesizing*

These processes involve the establishment of relationships between and among concepts. In different process sequences the same statement may serve as generalization, prediction or hypothesis. At the classroom level, however, the distinction among these three processes may not be immediately apparent.

Statement: As I grow I change.

•*Hypothesis*

> As I grow I change.
>
> Teaching/Learning Activities – measuring height, weight over a period of time.
>
> Conclusion – acceptance or rejection of hypothesis.

•*Generalization*

> Teaching/Learning Activities – assessment of self and abilities.
>
> Outcome or generalization – As I grow I change.

•*Prediction*

> Teaching/Learning Activities – investigation of growth and changes at different age levels from infancy to adulthood – direct observation or use of pictures.
>
> Outcome or prediction – As I grow I (will) change.

Generalizing is the linking in a meaningful way of a number of related concepts.

Generalization: People use the natural environment for their enjoyment.

Predicting and Hypothesizing: These processes use generalizations to predict events or trends. Children may make predictions in response to the question. "What would happen if .....?"

> Children have studied the different ways people use to communicate and make generalizations concerning the importance of oral language in communication. They have the means of predicting what might happen to a person lost in a foreign country and unable to speak the local language.

12.2.6 *Verifying*

This process involves checking the validity and accuracy of predictions and hypotheses.

12.3 The teacher exercises professional skill in selecting and sequencing those activities which meet the needs of his class. Such activities create an educational environment that facilitates the acquisition and development of the specific learning processes.

In planning teaching and learning activities the teacher needs to be aware of the positive effects of:

- level of enthusiasm;
- ability to stimulate thought rather than recall of facts;
- use of children's ideas;
- use of constructive criticism;
- ability to question;
- different approaches to content samples;
- individual and group research;
- discussion as an essential aspect of all research activity.

12.3.1 *Questioning*

Questions may be asked for many reasons, for example:

- to stimulate inquiry.

> Questions such as, "Why do we have rules?" could involve children in groups of two discussing the question and reaching decisions. These decisions may then be discussed with another group, and some predictions may be followed by verification activities.

- to enable children to formulate generalizations.

> While looking at slides of various geographical features in India, the following questions would help the children to arrive at generalizations about the physical environment and human activities pursued within that environment.
>
> What are the people doing in each of the slides?
>
> What causes people to do particular things in different regions?
>
> What does this tell you about the relationship between the physical environment and the lives of the people?

- to challenge a point of view.

> *Point of view expressed by child:*
>
> Captain Cook must have been a careless navigator because he let the Endeavour ground on a reef.
> Teacher's Question:
> Do you have any other evidence to support your view?
> Answer: No
>
> Input of information by teacher.
>
> Captain Cook successfully charted the St Lawrence River and the Newfoundland Coast in 1759. This work won the attention of the British Government and Cook was chosen to command 3 expeditions to the South Pacific. On the first expedition, he left England in 1768, and sailed round Cape Horn (the voyage around the area is a particularly hazardous one). After the astronomical observations of his party were completed at Tahiti, he proceeded west, and circumnavigated and charted the coast of New Zealand. He then sailed up the East Coast of Australia and had already successfully found a passage through several hundred miles of the reef before the Endeavour ran aground.
> Teacher's Question:
> In the light of this information what sort of a navigator was Cook? If Cook was an excellent navigator what might have been reasons for the Endeavour grounding?
> (This example illustrates how the teacher promotes discussion by providing facts that direct the children towards finding other possible solutions to a problem.)

- to enable children to support a point of view.

Point of view expressed by child: We should share things with our friends. Teacher's Question: Why do you say that?

12.3.2 *Role Play*

Role play may occur in structured or unstructured situations. In structured role play children act out roles in prepared situations. In unstructured role play children act out situations already known to them, e.g., domestic interactions.

Role play helps children to clarify their values and develop empathy with other people. By attempting to solve problem situations and then analysing role play, children are examining bases of behaviour.

Problem situations which provide a starting point for role playing are: Everyday life experiences, e.g., a younger sibling intrudes on the game of an older sibling. Situations from other cultures, e.g, wrestling competitions between families in India. Unfinished stories, e.g., What should Robert do?. Problem situations presented in pictures or photos, e.g, picture of an angry householder whose lounge room window has just been broken, confronting a guilty-looking boy holding a cricket bat.

By attempting to solve problem situations and then analysing role play, children are examining bases of behaviour.

Suggested Steps in a Role Play Lesson

1. Introducing role play situation.
2. Selecting the participants.
3. Preparing the audience.
4. Role playing.
5. Discussing the role play.
6. Further role play – playing revised roles, exploring other alternatives.
7. Further discussion.
8. Discussion introduced by teacher's question, "What did you learn from that role play?"

12.3.3 *Simulation Activities*

The use of simulation activities provides the child with an experience which is an imitation of reality. Activities are of most value when they are preceded by prior learning and experiences or where they stimulate students to investigate and discuss the issues.

Simulation activities assist children's understanding by presenting situations in which principles and relationships can be discovered.

Children may develop their own games as a means of applying principles to given situations.

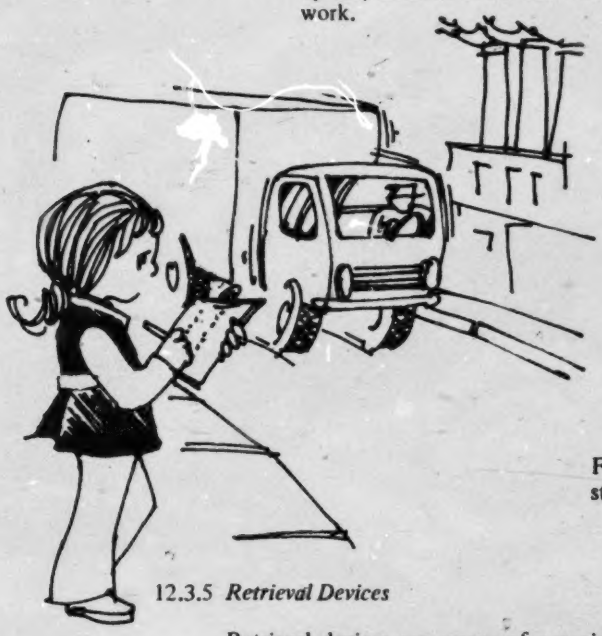
After completing an inquiry into primitive Aboriginal society the children may develop a board game which includes the principles of hunting. At different times on the board rewards may be given to hunters who catch sufficient food to feed their families. Hazards such as dwindling water supply, and movement of animals being hunted, may be included.

Children may develop their own simulation games.

12.3.4 *Field Studies*

Field studies may be used:

- To stimulate inquiry – e.g, counting vehicles passing a corner at different times of day.
- As a basis for data gathering – e.g., climb around a car to discover what it is made of; visit a trawler to find out about the equipment used and the work involved in trawling.
- As a basis for checking generalizations, hypotheses – e.g., to check the hypothesis that most people travel to work by car, children could ask their parents how they travel to work.



Field studies may be used to stimulate inquiry.

12.3.5 *Retrieval Devices*

Retrieval devices are means of organizing information for use in subsequent teaching and learning activities. Some of these are:

- Environment Board

  This board, a model of an environment, provides data for the application of learning processes, e.g., an environment board of a shopping centre would allow the children to:

  – discuss the use of land, i.e., the relationship between open space and play space, etc.;

  – make generalizations about the interdependence of services;

  – predict future development.

- *Time Line*

A chronological list of events can be used to examine cause/effect relationships, e.g.:

1770: Captain James Cook sailed up the East Coast of Australia.

1776: Beginning of the war of American Independence.

1779: Sir Joseph Banks suggested Botany Bay as a site for a penal colony.

1783: North America lost as a British penal colony; end of war of American Independence.

1788: Captain Arthur Phillip established a penal colony in Australia.

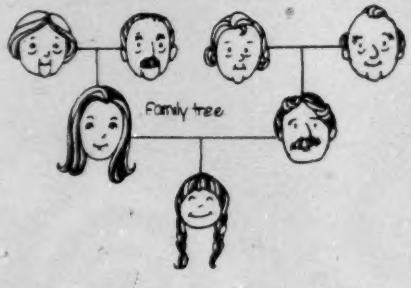
The establishment of the Penal Colony in New South Wales was in part a result of the four preceding events.

A family tree in pictorial form provides a convenient way of understanding change and the passage of time.

Grandparents

Parents

Self



- *A Map*

  A map of a town, for example, may be used for:

  - analysing existing features;
  - predicting future patterns of development;
  - examining changes that have occurred.

- *Graphs*

  Graphs can be used to summarize and organize information and provide a basis for discussion, e.g., graphs showing changes in population of towns over given periods.

- *Summaries*

  Many of the above techniques can be used to summarize information.

  Written summaries of conclusions may be recorded as generalizations, e.g.,

  - different groups of people have different ways of catching fish;
  - more fish are obtained by modern methods than by traditional ways.

- *Personal Field Books*

  The purpose of field books is to give the children opportunities to record their observations in a variety of ways.

e.g.: sketches, illustrations, photographs, maps, graphs, personal retrieval charts and brief notes.

13. evaluation

13.1 Evaluation is concerned with procedures used to determine the achievement of objectives, goals or purposes, by asking and acting upon such questions as:

What am I evaluating?
When do I evaluate?
Why am I evaluating?
How do I evaluate?

13.2 *What am I evaluating?*

Evaluation encompasses all factors that contribute to the teaching/learning environment. It is concerned not only with the total development of each child, but also with teaching practices and teaching/learning materials.

13.3 *When do I evaluate?*

Evaluation is a constant and continuing procedure not restricted to formal examining periods. Evaluation may occur at the beginning of a unit, during the unit and at the conclusion of the unit.

13.4 *Why am I evaluating?*

The general purpose of evaluation is to determine how well objectives are being achieved in the context of a particular teaching/learning environment.

The following table illustrates the purpose of evaluation during the various stages of a unit:

THE PURPOSE OF EVALUATION

	The Child	Teaching Practices	Teaching/Learning Materials
Evaluation at beginning of a unit.	– to determine prerequisite skills. – to determine other characteristics relevant to choice of teaching practices.	– to determine their anticipated effectiveness in assisting objectives.	– to determine the apparent appropriateness of alternatives (e.g., editing and teacher selection).
Evaluation during unit.	– to identify strengths and weaknesses in learning to guide future activities.	– to determine effectiveness of particular practices and to guide future activities.	– to determine the usefulness of particular materials to guide future activities.
Evaluation at end of unit.	– to assess the child's current level of development.	– to summarize and report effectiveness for future use by self or others.	– to summarize and report effectiveness for future use by self or others.

13.5 *How do I evaluate?*

Evaluation methods should not be limited to formal paper and pencil tests. A wide variety of evaluation techniques should be used to assess the total development of the child and the effectiveness of teaching practices and teaching/learning materials.

13.5.1 Apart from formal tests, techniques for assessing the development of the child include:

- interviews
- classroom climate questionnaires
- content check lists
- children's self-evaluation scales
- informal observations
- discussion methods

Almost every teaching and learning activity has some potential for evaluation.

13.5.2 Self-evaluation by the teacher is equally important. This can be achieved by asking and acting upon such questions as:

Can I generalize from children's evaluation to discover strengths and weaknesses in my own presentation?

Am I providing appropriate goals for children to assess their progress?

Am I providing information about their performance to assist the children to estimate their progress?

Am I using the results of pupil evaluation to assess my effectiveness as a teacher?

Am I using this information to improve the teaching/learning situation?

13.5.3 Evaluation includes assessment by the teacher of the effectiveness of resources used during each unit.

13.5.4 There are expected and unexpected outcomes. These may be evaluated from evidence both inside and outside the classroom.

13.5.5 Self-evaluation by the child often provides information which will extend the picture of the child's attitudes, interests and adjustments. Self-reporting methods often form a valuable supplement to the more traditional means of assessing content mastery, in that they can reflect the child's personal satisfaction with his progress in a given area.

Some common self-reporting devices include:

- Checklists:

  Concept checklists can be used at various stages during a unit for the child to check off those relevant concepts with which he is not familiar. Such lists provide the child with an external criterion against which to judge one dimension of his progress.

  Activity checklists are relevant to the evaluation of both skills and interests. A survey of such out of school activities as reading, hobbies, clubs, etc., is often useful in assessing pupil readiness or for judging appropriate teaching approaches.

  Problem checklists typically contain some of the personal-social problems which may be relevant to a particular child. They have application at both the individual and the group levels.

- Inventories:

  Inventories are used in similar ways to checklists. Generally, however, the format of the answers is arranged so as to evoke a wider range of responses. Some common response categories are "Like-Indifferent-Dislike" and "Agree-Uncertain-Disagree".

- Simple written accounts:

  Diaries, logs, etc. place responsibility on the child for recording significant events and/or evaluating his own progress. The intended scope of the record should not be too broad. For most effective use, the child will probably need guidance by the teacher on the criteria to be used.

Almost every teaching and learning activity has some potential for evaluation.

14. units

14.1 A unit structure offers an effective way of planning learning experiences in Social Studies. A unit is built round a focus question and provides a basis for promoting the understandings related to the appropriate Area of Inquiry.

There are many ways of planning a unit. The units provided with these Guidelines consist of five sections.

14.2 These five sections are:

Introduction is a statement of the focus question, content samples, Area of Inquiry, appropriate level, and a brief overview of the scope of the unit.

Objectives are statements about goals in terms of processes, concepts, valuing, feeling and acting to be developed or explored in the unit.

Evaluation is a statement of on-going procedures related to the objectives. A variety of evaluative techniques is used.

Teaching/Learning Activities are the means of developing thinking, valuing, feeling and acting. Flexibility is the keynote of these activities. They might include discussion procedures, gathering data from a variety of sources, techniques, individual and group research, interviews, questionnaires. This section includes opening, developmental and concluding activities.

Resources are used in implementing the unit. A variety of sources is enumerated.

14.3 In constructing effective units the following points need to be considered:

- Children's abilities, interests and needs.
- The focus question together with more specific contributing questions.
- Flexible planning to accommodate children's questions and the activities that follow.
- Inclusion of integrated activities drawn from other areas of the curriculum such as Art, Craft, English, Mathematics, Music, Natural Science.

14.4 Time spent on a unit is related to the nature of the focus question and the interest of the children. To enable in-depth study to occur sufficient time must be allowed. No specific time limit is suggested.

15. organization, involvement and support

15.1 *THE SCHOOL*

School organization involves short and long term planning. Each school has freedom and responsibility to determine how the Social Studies programme fits into the total school programme.

Flexible planning can allow for such changes as new staff, improved library resources, major developments in the local area and changing interests of pupils.

The major areas of decision are:

- Assessment of the aims and rationale.
- Selection of specific aims and objectives for the school in relation to the school's particular environment.
- Sampling, sequencing and involvement of children in selecting focus questions.
- Selection and structuring of content.
- Assessment of the inquiry approach.
- Evaluation.
- Reporting each child's progress.
- Allocation of funds for development of resources.

Each school has freedom and responsibility to determine how the Social Studies programme fits into the total school programme.

15.2 *SCHOOL CLUSTERS*

Schools may form voluntary "clusters" for mutual assistance in curriculum development, implementation and evaluation.

This fosters

- Visits to other schools and exchange of ideas and unit plans.
- Purchasing and sharing resource materials.
- Conferences and in-service courses on an interschool basis.
- Formation of local committees to ensure continuity.
- Co-operative experimentation and valuation.

15.3 *THE DIRECTORATE OF PRIMARY EDUCATION*

The Director in co-operation with Area Directors and Inspectors is responsible for the implementation and evaluation of Social Studies in schools.

15.4 *THE DIRECTORATE OF STUDIES*

This Directorate is responsible for the development of these Guidelines for Primary Social Studies. Curriculum officers provide expertise in this development and in the production of related documents.

15.5 *THE DIRECTORATE OF SERVICES*

This Directorate embraces the In-Service Education Branch, the Teaching Resources Centre and the School Library Service. Each of these offers support in implementing Social Studies in schools.

15.6 *AREA COMMITTEES AND DISTRICT REPRESENTATIVES AND ADVISERS*

Area committees assist the development of curriculum at the area and the district level.

District representatives in each inspectorate provide links between the Steering Committee and the schools.

Advisers may be appointed by Area Directors to assist implementation and development within the areas.

15.7 *TERTIARY INSTITUTIONS*

Tertiary institutions, with a major programme in primary education, play important roles in Social Studies curriculum development, implementation and evaluation. Such roles may include arranging and participating in in-service courses, co-operating with schools and conducting basic and applied research.

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